



Geography Overview

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

Vision

At Darrick Wood Infant and Nursery school we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development.

Intent

Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our curriculum is designed develop knowledge and skills that are progressive as well as transferable.

In Reception, Geography comes under the curriculum area of 'Understanding the World,' providing links with science and history. We encourage the children to explore our outdoor area and investigate the plants and animals that we find there – we draw them, label them, research them on iPads, make homes for them and follow the children's interests in learning more about them. We introduce the beginnings of map work, encouraging children to look closely at what they see and to draw it accurately.



Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 - are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geography in EYFS

EYFS	Overview	Key Learning		Vocabulary
Geography	Nursery - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Show interest in different occupations. - Draw information from a simple map - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different from the one in which they live. - Understand the effect of changing seasons on the natural world around them. Reception: - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. ELG People and Places - Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. - Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class. ELG The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Nursery: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Reception: Seasonal Changes over time. Explore the school grounds, local environment and weather. Autumn – explore natural materials Ask questions and make observations Explore hibernation / migration Exploring Harvest time Exploring farming and food Spring – explore natural materials (Link to The Tiny Seed / The Extraordinary Gardener) Explore Winter and Spring Compare with polar regions Draw spring plants Explore spring growth Summer – explore natural materials Explore, observe and identify UK minibeasts. Autumn Term: All about me: - Look at where we live, describe features we see on the way to school and draw my route to school. - Explore the school, where are the different rooms in relation to one another. - Explore the school grounds, look at features of our school environment. (Autumn Walk) - Look at maps of Orpington (paper, Digimap and Google Earth) explore and discuss the features found on local maps. (Link to Where the Wild Things Are) - Discussing where we were born and where our extended family live using world maps/globes for support. Around the world:	Sticky Knowledge: By the end of EYFS the children will know... Knowledge: - I know where I live, (Orpington, Kent, London) - I know some of the features of my immediate environment. - I know the name of my school and can say some of the things I pass on my way to school. - I know some of the people who work in my community and what they do. - I know the names of the four seasons. - I know the main features of the weather in each of the seasons. - I know that not all places in the world are the same. - I know some of the animals and plants that live and grow around me. - I know what harvest is. - I know some of the festivals that are celebrated around the world. - I know that different foods are grown around the world. - I know that London is the capital of England. - I know some animals from different parts of the world.	Vocabulary: - Orpington, Kent, United Kingdom, Great Britain, World, country, town, city. London, capital, near, far - Countries - Community, jobs, doctor, teacher, dentist, shop, park, binmen, carers, road, map - Harvest, seasons, Autumn, Winter, Spring, Summer, weather - Farm, beach, countryside, mountains, near, far

		• Explore compare/contrast our environment with Africa / Kenya • Explore, compare, contrast, observe, draw and discuss animals native to Africa / Kenya Festivals: • Explore festival origins/celebrations across the world, using a world map/globe. Spring Term: Food: (Link to Last Stop on Market Street) • Exploring food from around the world using world maps and Google. (Link to The Tiny Seed) • Discover, compare and contrast food produce/grown in different climates around the world. (Trip to Bore Place) Around the world: • Explore compare/contrast our environment with Polar regions and China • Explore, compare, contrast, observe, draw and discuss animals native to Polar regions and China Our Community: • People who help us – exploring jobs and their roles in society Summer Term: The UK outdoors: • Introduce London as the capital of England. • Name features around the UK The World • Discuss holidays and different locations		
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Geography in Year 1

Year 1	Overview	Key Learning	Vocabulary
Autumn	What is it like here?	In this unit, the children will: • Locate where they live on an aerial photograph and identifying local features. • Create maps using classroom objects and drawing simple maps of the school grounds • Use maps to follow simple routes around the school grounds. • Carry out an enquiry about how to improve their playground.	aerial photograph aerial view atlas city country directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village
Spring	What is the weather like in the UK?	In this unit, the children will: • Study the countries and cities that make up the UK • Learn about the seasons and their associated weather. • Consider how we change our behaviour in response to different weather and keeping a weather diary or record. • Investigate the UK's hot and cold places using weather maps with a simple key.	atlas capital city climate compass continent country direction land locate location map rain gauge season temperature thermometer weather weather vane
Summer	What is it like to live in Shanghai?	In this unit, the children will: • Identify continents, oceans and countries outside the UK using a world map (with a focus on China). • Identify physical features of Shanghai using aerial photographs and maps • Identify human features, through exploring land-use • Compare these features to those in the local area.	continent country different directional language key human feature map physical feature similar symbol

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| | | <ul style="list-style-type: none">• Make a simple map using data they have collected through fieldwork. | |
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Geography in Year 2

Year 2	Overview	Key Learning	Vocabulary
Autumn	Would you prefer to live in a hot or cold place?	In this unit, the children will: • Be introduced to the basic concept of climate zones mapping out hot and cold places globally. • Compare features in the North and South Poles and Kenya as well as in the local area. • Learn the four compass points • Learn the names and location of the seven continents.	Continent country map locate land sea ocean globe arid climate compass desert ice sheet location pack ice weather savannah vegetation grass lands rainforest tropical polar Equator temperate mild rain gauge thermometer temperature arid
Spring	Why is our world wonderful?	In this unit, the children will: • Identify features and major characteristics of the UK • Learning about some of the amazing places in the world. • Name the oceans and locate these on a world map. • Explore what is unique about the natural habitats in their locality. • Use fieldwork to investigate and present this.	aerial photograph capital city continent country data collection fieldwork human feature key lake land landmark locate location map north physical feature ocean river sample sea scale symbol tally chart vegetation

Summer	What is it like to live by the coast?	In this unit, the children will: • Name and locate continents and oceans of the world in an atlas. • Revise the countries, cities and surrounding seas of the UK. • Learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.	Arch aquarium bay capital city city cliff coast coastline country data collection fieldwork island harbour human feature location locate mudflat ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village
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